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ABSTRACT

This booklet suggests that parents read with their elementary-age child, allowing the child to participate in the reading. The booklet also shows how to make the home a reader-friendly environment, initiate writing activities with a child, and make family trips to the library. Sections of the booklet are: "Read to Your Child"; "The Family That Reads Together...Encourages School Success"; "How Do I Find Reading Materials?"; "Talk to Your Child"; "Don't Forget Writing"; "Show Off Your Love of Reading"; "Control the Television"; Take a Trip to the Library"; "Talk to the Teacher"; "Summer Time Is Reading Time"; and "A Parent's Job Is Never Done." (Contains lists of 18 books for children ages 4 to 8, 6 books for older children, 3 magazines for children, 4 Internet resources for children, and 10 resources for parents.) (RS)

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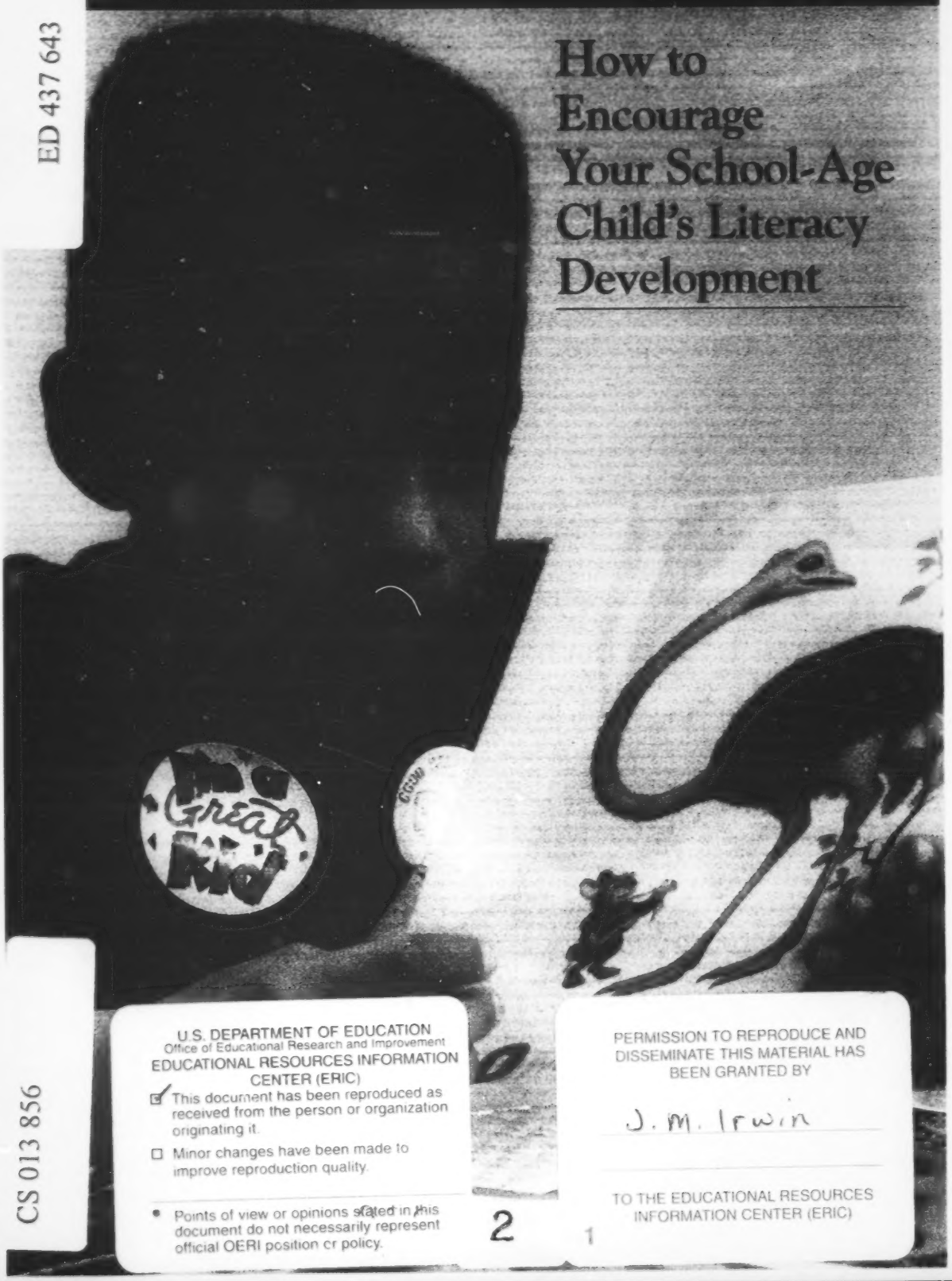
I Can Read and Write!



How to Encourage Your School-Age Child's Literacy Development

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I Can Read and Write! How to Encourage Your School-Age Child's Literacy Development

As your child sets out for his first day of school, you may be feeling anxious. He has changed so much during the first five years of life, and although you have nurtured that change, you may fear you haven't done enough in preparation. Will he be able to adjust to school? Is he ready to learn to read and write? Launching a child into school is difficult because it's the first time others will make independent judgments of him. Parents want those adults who will be judging their children to see them in the same light, to understand and nurture them.

Your child will spend many hours in the first three years of school learning to read and write better, extending the work you have done in preparing him for school. By the end of third grade, your child will have read many books and will be writing to communicate ideas and information. You can assist your child in developing skill in and love of reading and writing.

No matter how slowly or quickly your child learns, he needs your input. This booklet contains a number of suggestions aimed at shaping your help and encouragement.

Read to Your Child

Reading to your child is the single most important thing you can do to help her develop enthusiasm for reading. You should not stop because your child is in school and is being read to by another adult. Reading aloud at home has many benefits, including improved school success and an ease with reading. Read-aloud sessions, already full of intangible rewards such as intimacy and comfort, also result in reading growth.

Keep on Reading

Many parents are committed to storytime for young children. Yet as children enter school and begin to learn for themselves, their family storytime diminishes and then stops. You should continue to read to your child from books that are beyond her reading level. This will teach her new vocabulary, how more complex stories function, and how fluent reading sounds. Your child's teacher is responsible for instructing her in how to read, but you must make reading fun and meaningful in everyday life.

Discussing the story will help improve your child's vocabulary and will help her to link stories with real life experiences.

Make reading a routine. Reading aloud should be a scheduled priority. Set a time and stick to it. Bedtime and after dinner are ideal times for reading aloud. Because most children like to listen to stories, families with children at different ages can read to all the children at once. Complex stories stretch younger children, who can ask parents questions about plot twists or words they don't understand. Simpler stories are enjoyable for older children, who like to hear something they know they can read, too. You can switch back and forth so that all of your children are sure to be challenged at different times.

Talk about what you read. You don't need to plan discussions, but be aware that discussing stories improves comprehension and helps develop critical thinking skills. Discuss the same sorts of ideas you would talk about with adults:

- Predict what will happen. (I think she is going to visit her grandmother. What do you think?)
- Ask questions about some of the events in the plot. (I don't think this could happen in real life. What do you think?)
- Answer children's questions.
- Point out details in illustrations.

Discussing the story will help improve your child's vocabulary and will help her to link stories with real life experiences. As your child works out the meaning in stories with you, she learns to command her own comprehension. She participates, reflects, and recalls—skills that are important in the classroom.

The Family That Reads Together... Encourages School Success

As your child learns to read at school, he will be eager to show you the progress he is making. This progress will be evident if your child reads with other members of the family. In addition to setting aside time to read aloud books that may be beyond your child's reading level, make sure you have plenty of books at or below his ability level that he can read aloud.

Take Turns Reading

When your child is first learning to read, read a sentence and have your child repeat it. You might turn this

into a game in which you read up to the last word of a sentence, which your child then supplies. You also can reverse roles so that your child reads and stops, allowing you to fill in the word. Later, you can read one sentence or paragraph, your child the next. As your child becomes more confident, he may want to switch only at the end of a page. You can also each take the parts of different characters in the book.

Let Your Child Read to You

Encourage your child to read to you as soon as he demonstrates an interest. If your child is struggling to read aloud, start by allowing him to repeat sentences that you have read. As your child learns to read more fluently, he may still want you to read unfamiliar words or phrases; it's perfectly acceptable to do so, or to give clues that will help your child figure out what he is reading.

Learn to listen. Some primary-grade children who are learning to read act just as they do when they are learning to stack blocks or balance a two-wheeler. They dive into books eagerly, reading and rereading. These children want you to listen to them read and praise them for their new skill. Listen to them, even as you are completing other tasks. Comment positively on the story, even if it's too error riddled to understand. Listen more closely for the story's meaning than for errors. Correcting your child too often as he learns could dampen his enthusiasm for reading. Provide help when your child needs or asks for it and allow your child to read on his own the rest of the time, even if he is making mistakes.

Respond enthusiastically. Responding to a story as a listener is the highest praise you can give your child. When he begins to read well enough that you can understand the plot of the story, respond like a good listener: "I was so glad that the Cat in the Hat cleaned the whole house before the mother got home." Laugh at the funny parts. Ask questions. Anything you do to show your child that you are following the story and thinking about it is helpful.

Siblings Can Share, Too

Your school-aged child also can read to younger sisters or brothers, provided the younger siblings are not better readers. Although this may happen naturally, especially if your child likes to read, you can encourage this behavior by suggesting it while you are nearby to help and contribute, such as when you are preparing dinner. You can also help your child to "practice" reading a story until he is happy with his reading and then allow him to read it as a bedtime story to the younger sibling.

How Do I Find Reading Materials?

Research has shown that children who grow up in homes where print materials are all around them are successful in learning to read and enjoy reading. This does not mean you have to own hundreds of books. Newspapers, magazines, letters, junk mail, and crossword puzzles are all print material that will assist in your child's literacy development.

Make Your House Reader Friendly

Be creative. Books don't have to be new. You can purchase used books at yard sales, school book sales, and used-book stores. A subscription to a magazine might be worth the monetary investment because it brings new reading material into your home on a regular basis. Your old junk mail and newspapers can also serve as reading material for your child. You also can buy or record books on audio tape for you child, using favorite books you have read together.

Your old junk mail and newspapers can also serve as reading material for your child.

Make special reading corners. Your child should have at least one space that contains literacy materials: a book corner in the living room, a basket of books in the den, or a reading shelf in her bedroom are all good ideas. Change the materials in these spaces periodically, as your child learns to read more challenging materials or chooses new favorites from reading at school.

Select Reading Materials With Care

Choose books you know your child will be able to read and that will match her interests. Don't try to force your child to read something because you think it's good for her or is a classic. Books that contain familiar songs and

rhymes are a good place to start, as are books with interesting illustrations. Ask your child's teacher or librarian for suggestions. And don't be concerned if your child wants to reread the same book over and over; rereading favorites is a valuable way for your child to practice and learn. A list of age-appropriate reading materials for kindergarten through third-grade children is included on page 21.

Print Is All Around You

Books are not the only items available to read. You may not be aware of the wealth of reading materials that exists in your home or the simple ways you can help improve your child's reading.

Read around the house. Cereal boxes, instructions on cleaning products, recipes, and television guides are just a few examples of print materials you can help your child read. Make sure your child sees you reading as you perform everyday tasks, and as she learns to read, encourage her to read directions or labels to you.

Write your own reading material. As your child's reading ability develops, you can write notes or letters to her that use new vocabulary. Inside her lunch box, include a note telling your child you love her. Make a list of the tasks you would like her to complete around the house, leaving space to check off completed jobs. Write letters from work describing what you are doing. You can even create a special "mailbox" for your child in her bedroom that members of the family can use to exchange notes, cards, or letters.

Read around town. Involve your child in reading street signs when you are trying to find a new store or restaurant. Ask her to tell you where it's legal to park. Encourage reading at the supermarket. When your child is first learning, tell her to look for products with a certain color label, giving a letter she knows that is in the word. As your child develops reading skills, have her read you the shopping list.

Computers Connect to Reading

The latest medium for reading is computers, in particular the Internet. When your child enters school, you may discover that she quickly surpasses you in terms of computer knowledge and comfort with technology. Your local librarian can help you to get connected and use a computer if you don't have one at home or at work. You may find that your library offers free, or inexpensive, courses in using a computer.

The variety of literacy activities available using CD-ROM and Internet technology is staggering. Your child can write; create pictures, graphs, and puzzles; play word games; read stories; and send e-mail to friends and relatives using a computer. Make sure you take the time to understand at least the basic principles of operating a computer so that you can help and supervise your child.

Talk to Your Child

What does your child like to do? What games does he like to play? Who does he like at school and why? What is his favorite subject? The answers to these questions can lead you to appropriate books and other reading materials for your child. All children display their interests through play, conversation, and questions.

Learn to Communicate

Questions are key. It's important that your child feels safe asking you questions about topics that interest him. Learn to listen to his questions without interruption. If he asks a question to which you don't know the answer, show him how to look up the answer in a dictionary or encyclopedia. You don't need to drop everything to find the answer to an unanswerable question, but write down the question to research later. Let your child see you using

print materials to find responses to questions of your own as well.

Keep up the conversation. You can play games in which each person takes turns choosing the topic of conversation at mealtime or family time. Selecting topics found in books you are reading will illustrate that you find interesting things to talk about when you read books. Listen to your child when he proposes a topic. Ask him why he picked a certain idea or subject to discuss and encourage him to find books at the library about that topic.

What's happening at school? Many teachers will update parents periodically about what they are teaching in school, or how their child's reading is progressing. Although you should take advantage of any opportunity offered to speak directly to the teacher (see Talk to the Teacher on page 17), it also is important to ask your child about what is happening at school. This will show him that you think school is important and that you care about what he is learning. It also will give you the chance to find out some of the books your child is reading and what subjects he especially likes or dislikes and why.

Don't Forget Writing

Writing is an important part of learning to read. What looks like scrawls to many adults is in fact the beginning stages of writing for children. Children often use written language in unique ways such as inventing spelling and words as they are learning. Don't constantly correct your child. Allow her to feel safe to experiment. You can supervise your child's written homework, but don't always provide correct answers when she asks you; instead, show her how to look up spellings in the dictionary or information in the encyclopedia. The more your child writes on her own, the more fluent she will become.

Opportunities for Writing

Provide your child with real-life reasons for writing other than school assignments. Have her write cards or letters to a relative, friend, or to you. Give her a piece of paper and a pencil to write a grocery list as you write yours. Other projects could include making signs for your child's room, making lists of books she has read, and writing reminder notes about tasks or homework.

Write a Story

Real life stuff. You can encourage your child to write stories about her own experiences, perhaps in a journal. The first day of school, the first time she rode a bike without training wheels, the first tooth she lost, or the birth of a sibling all make good stories. When something important happens in your child's life, encourage her to write about it. When your child is first learning to write, this may be just a few sentences and you may have to fill in words for her, but as she gets into practice, writing stories to share with the whole family will come naturally.

When something important happens in your child's life, encourage her to write about it.

Make believe. Funny fairy tales, comic books, stories about your child's stuffed animals—the possibilities for fictional stories are endless. If your child is having trouble coming up with an idea, you can encourage her to imitate favorite books or write a story about a favorite character. You can also write stories together, passing the paper back and forth after each of you writes a sentence or paragraph.

Puzzle Fun

If you enjoy doing crossword or word-seek puzzles, do them with your child. Buy age-appropriate puzzle books and start by giving your child extra hints to the answers (for example, fill in the first letter of every word in a cross-

word puzzle). Once your child is comfortable with the puzzles, encourage her to do them alone, working side-by-side with you as you complete your own puzzles. Creating crosswords or word searches together is also fun.

Show Off Your Love of Reading

Make sure your child sees you reading as often as possible. In so doing, you not only show him how to read, you indicate that reading is a valuable activity. Discuss books you are reading with your child, explaining why you do or don't like them. Keep magazines, newspapers, and other reading materials out where your child can see them, and make sure you occasionally turn off the television to read.

Make Family Reading a Priority

Setting a quiet time for everyone in the family to read will show your child that you value reading. It also will give you a chance to read something of your own. Before or after dinner, everyone can pick something to read. If you have a subscription to a children's magazine, this might be a good time to bring out the most recent issue. Have your child choose what he would like to read, and relax in the living room or around the kitchen table as each family member reads his or her own choice of reading materials.

Control the Television

Television is not evil, and you should not feel guilty because you or your child watch it. Research has shown that

children who watch some television read more than they would otherwise. Your responsibility as a parent is to make sure that your child watches a limited amount of television and gets the most out of the television he does watch.

Make Television a Family Matter

Set limits together. Limiting television can be a challenge, especially as your children get older and want to watch more programs. Most experts agree that children should not watch more than two hours of television each day. One way to make rules acceptable is to set them together as a family. Agree to a reasonable amount of time, and decide when your family "TV-free" time will be (after dinner? in the afternoon?). Stick to these rules once they are set, reminding your children of them when it's necessary. You can help your child select what programs he will watch by looking at a television guide together.

Watch together. Make sure you watch some of the programs your child has selected with him. During the program, engage your child in a discussion of what is happening:

- Ask what will happen next and why.
- Discuss the characters. Are they believable? Why or why not?
- Ask your child to summarize the show when it's over. Ask him why the program turned out as it did.

Tie TV to books. Many programs are based on books or encourage further research. Look for books at the library that have been made into movies or television shows and read them with your child before viewing the program. If your child has a question about something he saw in a television program, encourage him to do some research on the topic. Many children's movies or television shows have a variety of print materials including books, coloring or activity books, or puzzles to accompany them. Give your child these materials before or after he has watched a program or movie.

Take a Trip to the Library

Regular use of the library ensures that it's a familiar, comfortable place for your young reader. School-age children will want to select books on their own, and should have their own library card. Even though your child may select books that are too easy or too difficult for her current reading ability, it's important to encourage her by praising these choices. You can select some books for your child that you think she will enjoy and be able to read.

Library Guidelines

When you visit the library with your school-age child, the guidelines that follow can help you make sure your child gets the appropriate variety and challenge in her reading schedule:

- Select one book that relates to what your child is reading at school;
- Let children choose and check out books they want to read, even if the books are too difficult;
- Allow your child to look at a variety of books, turning them over and leafing through the pages;
- Rely on your instincts, what you know about your child's interests, and your librarian, to find some books your child will read with ease; and
- Take out some books that you like, will enjoy reading to your child, and think that your child will enjoy too.

Library Resources

One of the greatest resources at your library other than the books is the librarian. He can answer questions, help you find materials, and make recommendations about reading materials. Other resources you will find at many libraries include audio books, videos, computers with

word processing programs and access to the Internet, games, and magazines.

You can take your child to the local library and encourage her to use the school library. Learning to use the library at a young age will give your child research skills that will be useful in later grades.

Talk to the Teacher

Your child's success in school depends largely on your ability to extend what he is learning in the classroom. Communicating with your child's teacher is an important part of making sure he is learning to read and in determining what you can do to help. You should not be afraid to call your child's teacher to discuss your child's work.

Back to School

Check up on your child. You can take advantage of open houses to get to know your child's teacher and to discuss what is being read in the classroom. It also is important to make an appointment to talk with the teacher one-on-one during a parent-teacher conference. Ask the teacher for recommendations about how you can encourage your child to read and about what she sees as your child's main interests and greatest strengths.

Grading the teacher. You can also use open houses as an opportunity to monitor the teacher's performance in the classroom, asking questions about classroom practices. You might ask:

- Do you frequently read aloud?
- Do you and the children read favorite stories repeatedly?
- Do the children have opportunities to talk and listen during story discussions?

- What kinds of reading materials are available to the children in both the classroom and the school library?
- Do the children have meaningful opportunities to read and write? Is time devoted to independent reading? Do writing opportunities include more than simply filling in worksheets?
- Does the reading program include teaching the relation between letters and sounds (phonics)?

If you are concerned about the teacher's answers to these questions, you can ask to come and observe a class.

Get involved. Show your child that you think school is important by attending PTA and school board meetings. Volunteer to help at school events or on field trips. Your involvement will give you the opportunity to have some voice in school and classroom decisions that affect your child.

Help With Homework

Homework is increasingly common even in the lower grades. Make sure you know the teacher's expectations for homework: How much will there be? What kinds of assignments will your child be expected to complete? Why has the teacher selected the assignments she has? Ask your child's teacher to keep you up to date on how your child is doing with homework. The teacher should be able to give you a good idea how you can help your child complete homework successfully.

Evaluate Your Child's Progress

Reports from, and conversations with, your child's teacher will help you determine how well your child is learning to read and write. If you are concerned about your child's progress, consider a private meeting with the teacher, who should be able to shed light on any problems with your child's progress and provide suggestions for ways you can help.

Summer Time Is Reading Time

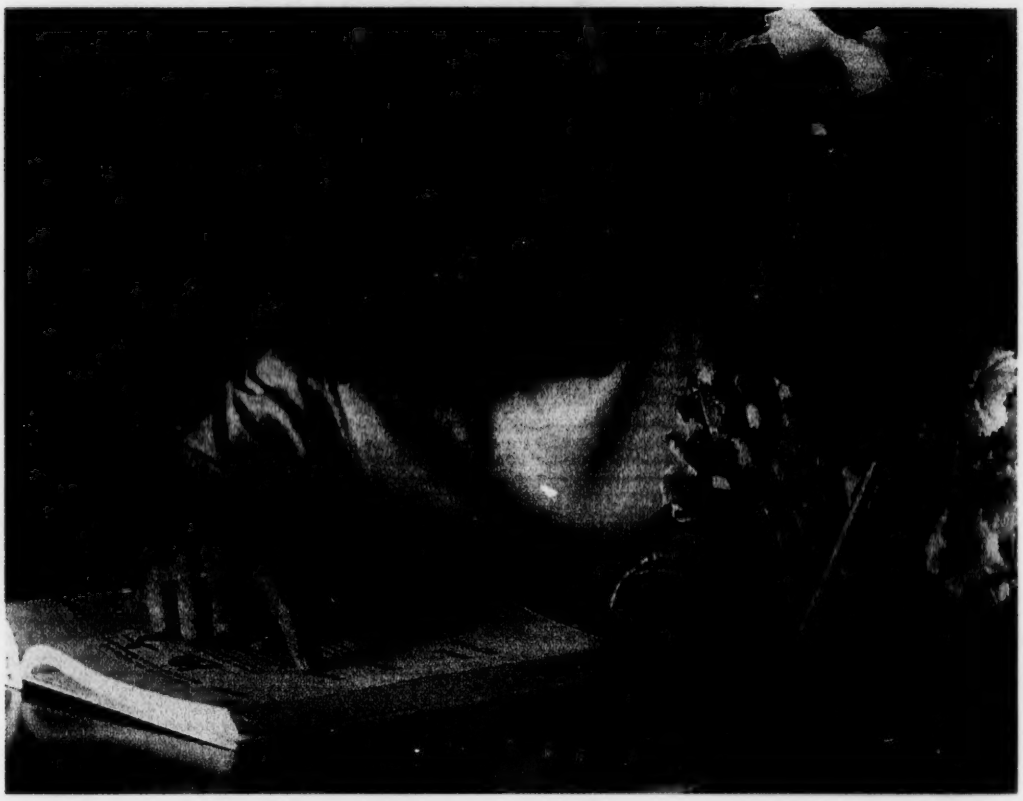
What about when school is out for the summer? Studies show that children who read over the summer are more likely to retain their reading skills when they return to school in the fall. You can encourage your child to read and write over summer vacation by limiting the time she spends watching television. Take advantage of the lazy summer afternoons by giving your child a stack of books and a glass of lemonade.

Summer Resources

Use the library. Many libraries have summer reading clubs with prizes (often books) for reading a certain number of books. Sign up your child and encourage her to explore the shelves freely. You also can see if your library has a story hour or other activities such as crafts, puppet shows, or bookmaking.

Take a reading trip. If you are taking a family trip, encourage your child to find books or magazine articles about the place you are going. Show her maps and brochures of places you plan to visit and discuss them. Make sure you bring plenty of books, writing materials, and paper on long car trips, and buy, rent, or take audio books out of the library. During the trip, write postcards or letters with your child.

If you are not taking a trip, you can encourage your child to read about far-away places you would both like to visit. Find books with pictures that you can look at together. Anything that gets your child reading and talking will do.



A Parent's Job Is Never Done

A parent's influence does not cease, or necessarily diminish, when a child starts school. Your encouragement and help are still critical in ensuring that your child learns to read and write fluently by the end of the third grade. By continuing to provide literacy support at home, you can make reading and writing enjoyable activities in which your child will engage eagerly both at school and at home. Don't be afraid to make use of the increasing number of resources once your child is in school: you can call and speak to your child's teacher, to the school librarian, to the principal, or, if one is available at your child's school, the district reading specialist. These people can help answer any questions you have about your child's progress in learning to read and write. Keep yourself informed and involved, and you will see results.

Resources

Books for Children Ages 4 to 8

The following is a brief list of recommended books that are appropriate for children from kindergarten through first grade. Many of the authors who wrote the books listed here have written other books for children, some of them about the same characters. Consult your librarian or your child's teacher for more titles.

Alexander and the Terrible, Horrible, No Good, Very Bad Day, Judith Viorst, Simon & Schuster, 1987.

Amazing Grace, Mary Hoffman, Dial, 1998.

Arthur Goes to School, Marc Brown, Random House, 1995.

The Berenstain Bears Go to School, Stan Berenstain & Janice Berenstain, Random House, 1978.

Blueberries for Sal, Robert McCloskey, Puffin, 1989.

Bread and Jam for Frances, Russell Hoban, HarperCollins, 1965.

Chicken Soup With Rice, Maurice Sendak, Scholastic, 1986.

Clifford the Big Red Dog, Norman Bridwell, Scholastic, 1988.

Curious George, H.A. Ray, Buccaneer, 1995.

Frog and Toad Together, Arnold Lobel, HarperCollins, 1979.

Ira Sleeps Over, Bernard Waber, Houghton Mifflin, 1979.

Lilly's Purple, Plastic Purse, Kevin Henkes, Greenwillow, 1996.

Lyle Lyle Crocodile, Bernard Waber, Houghton Mifflin, 1993.

Miss Nelson Is Missing! Harry Allard, Houghton Mifflin, 1986.

My Teacher's Secret Life, Stephen Krensky, Simon & Schuster, 1996.

The Principal's New Clothes, Stephanie Calmenson, Scholastic Trade, 1991.

The Snowy Day, Ezra Jack Keats, Viking, 1996.

Tikki Tikki Tembo, Arlene Mosel, Henry Holt, 1989.

Books for Older Children (ages 7 and 8) or for Family Read-Aloud Time

These books make good reading for older children or more advanced readers and also are good to read aloud to the entire family. Books that are part of a series are indicated; you may find the family so enthusiastic that you want to read the other books too.

Charlie and the Chocolate Factory, Roald Dahl, Buccaneer, 1992 (series).

Charlotte's Web, E.B. White, HarperCollins, 1990.

Little House in the Big Woods, Laura Ingalls Wilder, HarperCollins, 1990 (series).

Mary Poppins, P.L. Travers, Harcourt Brace, 1997 (series).

Ramona Quimby, Age 8, Beverly Cleary, Avon, 1992 (series).

Where the Sidewalk Ends, Shel Silverstein, HarperCollins, 1974.

Magazines for Children

Crayola Kid's Magazine (Crayola Kids Customer Service, PO Box 37198, Boone, IA 50037-0198). This magazine is designed to encourage children's creativity and get them excited about reading. Aimed at children from 4 to 8 years of age, each issue contains a complete storybook, puzzles, and craft activities.

Nickelodeon Magazine (PO Box 0945, Des Moines, IA 50340-0945). This humor magazine for children ages 6 to 14 is full of celebrity interviews, comics, jokes, puzzles, and mazes.

Spider: The Magazine for Children (PO Box 7435, Red Oak, IA 51591-4435). A children's literary magazine, *Spider* introduces 6- to 9-year-olds to stories, poems, illustrations, articles, and activities. It was created to foster a love of reading in beginning readers. Illustrations of bug characters in the margins provide commentary and explanation of difficult ideas or words.

Internet Resources for Children

You will want to make sure you supervise your young child as she surfs the Internet. The sites described here make a good starting point, and will give you many links to explore together.

- The American Library Association site at http://www.ala.org is a good place to start. Pages include Kids Pick the Best of the Web at http://www.ala.org/kidspick/index.html, which lists links to the top 10 sites (including the Disney and Nickelodeon Web sites) picked by a panel of children from all over the United States.
- Cool Sites for Kids at http://www.org.alsc.children.links.html includes links to sites under the categories Reading and Writing, Learning, and Fun.
- Kid News at http://www.kidnews.com is an online magazine that publishes news, fiction, and poetry written by children from around the world. Children can submit their stories or simply browse through those already posted. They can also connect with an online penpal, with permission from a parent or teacher.
- Tour the U.S. president's house using the White House for Kids site at http://www.whitehouse.gov/WH/kids/html/home.html. Children are led through a history of the building and a tour of its more famous rooms. Visitors also can send e-mail to the president.

Resources for Parents

Books. These books include suggestions for reading aloud to your children, activities to get them excited about reading, and lists of age-appropriate books and magazines.

GNYS At Work: A Child Learns to Read and Write, Glenda L. Bissex, Harvard University Press, 1980.

How to Develop Your Child's Gifts and Talents in Reading, Martha Cheney, Contemporary Books, 1996.

How to Talk So Kids Can Learn, Adele Faber, Elaine Mazlish, Lisa Nyberg, Rosalyn Anstine, Simon & Schuster, 1996.

Magazines for Kids and Teens, Donald Stoll, editor, International Reading Association and the Educational Press Association of America, 1997.

99 Ways to Get Kids to Love Reading: and 100 Books They'll Love, Mary Leonhardt, Crown 1997.

The Read Aloud Handbook, 4th Edition, Jim Trelease, Viking-Penguin, 1995.

The Reading Rainbow Guide to Children's Books: The 101 Best Titles, Twila C. Liggett, Cynthia Mayer Benfield, Lavar Burton, Carol Publishing Group, 1996.

Internet sites. A wealth of information is available for parents on the Internet, including many lists of books for children. You can even buy books online. Here are a few places to get started, but don't stop there; all of these sites include numerous links to sites about reading, parenting, and fun activities for children:

- 700 Great Sites: Amazing, Spectacular, Mysterious Web Sites for Kids and the Adults Who Care About Them at http://www.ala.org/parentspage/greatsites is a good place to begin any Web exploration. Compiled by the Children and Technology Committee of the Association for Library Service to Children, a division of the American Library Association, this page has links to sites on subjects ranging from art and entertainment to health and home schooling.
- For parents who are concerned about Web safety, http://www.4j.lane.edu/InternetResources/Safety/Safety.html contains a guide for protecting children who use the Internet.
- Parent Soup at http://www.parentsoup.com and Kid Source at http://www.kidsource.com are both excellent resources for parents. Parent Soup includes a series of articles about reading aloud on its Education Central page. Kid Source contains the U.S.

Department of Education article "Helping Your Child Learn to Read," by Bernice Cullinan, which includes specific activities designed to help your child learn to read.

- A great site for parents seeking advice about how to help their children learn is the Family Education Network at http://www.family.education.com which includes articles and discussion groups about such topics as special education and school-parent relations.

IRA Publications for Parents

Parent brochures. The International Reading Association publishes a series of brochures for parents. Single copies are free upon request by sending a self-addressed, stamped envelope to 800 Barksdale Road, PO Box 8139, Newark, Delaware 19714-8139, USA. Requests from outside the U.S. should include an envelope, but postage is not required. Titles in the series (all of which also are available in Spanish) include the following:

Get Ready to Read! Tips for Parents of Young Children
Explore the Playground of Books: Tips for Parents of Beginning Readers
Summer Reading Adventure! Tips for Parents of Young Readers
Making the Most of Television: Tips for Parents of Young Viewers
See the World on the Internet: Tips for Parents of Young Readers—and "Surfers"
Library Safari: Tips for Parents of Young Readers and Explorers

Children's and Teachers' Choices. See what children and teachers across the United States have chosen to read. *Children's Choices* is an annotated, illustrated list of favorite books chosen by elementary school children. *Teachers' Choices* is an annotated, illustrated list of books

for all ages identified by teachers as those most helpful and enjoyable to use in the classroom.

Single copies of the annotated *Choices* lists are available by sending a self-addressed 9″ x 12″ envelope and US$1.00 postage and handling for each list to the International Reading Association, Department EG, 800 Barksdale Road, PO Box 8139, Newark, Delaware 19714-8139, USA.

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